

1976

National Ed.D. Program for Educational Leaders [1976]

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NATIONAL
ED.D. PROGRAM
FOR
EDUCATIONAL
LEADERS

NOVA UNIVERSITY

National Ed.D. Program for Educational Leaders

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*1975 Graduate

**Cluster Coordinator

***Participant

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INTRODUCTION

DONALD P. MITCHELL
DIRECTOR



Improvement of our nation's schools is a national goal with which most Americans readily agree. Whatever faith they may have in schools as institutions of learning, few would disagree that our elementary and secondary schools face a great challenge and that they must be strengthened. The need is desperate in the cities and only slightly less critical elsewhere. Despite this evident need, there is no generally accepted path toward school improvement. This program believes that the most promising vehicle for upgrading the schools is the administrator.

There are today in the United States some 135,000 practicing administrators at the elementary and secondary school levels. They serve in roles ranging from assistant principal to superintendent. Some 90 percent have attained a master's degree but only six percent have a doctorate. Many school administrators were born and raised where they work. They have never had exposure to a truly national educational program. At the same time, each year many more persons than can possibly find positions in the system receive training for school administration. A declining birth rate means continued reduction in the school population and a further shrinking of the number of administrative positions.

The cost to the states for each recipient of an advanced degree is substantial. Retrenchment is the order of the

day but does not affect this program directly. Because participants pay all operating expenses through tuition payments, they make program continuation assured and invulnerable to the whims of governmental or private funding agencies.

The impetus of the program, begun in 1972, came from a desire to improve educational administration. But given the conditions existing in American education, Nova decided to concentrate on the existing population of school administrators rather than add to the oversupply of trained persons. The most effective way to achieve this goal, it was believed, was to institute an off-campus program designed to bring leadership skills and a national perspective to school administrators on the job. Of equivalent importance, the program itself requires evidence of school improvement as a significant part of the degree requirements. Thus, the program is now a proven alternative—present products in *existing* settings show the potential of present and future graduates across the nation.

Donald P. Mitchell
January, 1976

Assisting the Director



KATHY DITTMER
ADMINISTRATIVE ASSISTANT



WANDA THRASHER
SECRETARIAL ASSISTANT

PARTICIPANTS AND THE CLUSTER CONCEPT

Local and National Clusters

Instead of bringing *students* to *courses*, Nova organizes *participants* into local clusters. The word 'participant' is used because each candidate for the doctorate under the National Ed.D. Program is a responsible colleague and potential leader. Supportive interaction among participants is an important feature of the program. This occurs both on the local and national level. Beginning with the 1973 Summer Institute, national clusters were formed. These provided an opportunity for participants from various clusters in different regions of the country to discuss their work. This organized intermixing has become a continuing practice at Summer Institutes.

The local cluster is the setting for exploring substantive study areas, undertaking practical projects, and developing educational activities relating to the community. Flexible in nature, clusters serve as centers where participants come to view themselves as resources to one another and to local and state educational policy-makers. Each cluster numbers around 30 participants who pursue independent study and meet regularly over a three-year period. Once a month, a Nova national lecturer visits each cluster for an intensive all-day Saturday session. Clusters also con-

duct local seminars and field practicums as well as provide the milieu for administering substantive examinations. New clusters are formed as others complete the program. The program is designed to operate with 32 different clusters at any given time.

Cluster Coordinators

Since leadership cannot be developed without the experience of responsibility through decision-making, Nova regards participant control of cluster activities as an important goal. Every cluster is organized by a coordinator who serves as an expeditor and motivator of participants. But he continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants. As soon as it becomes feasible, for example, he turns over responsibility for the budget, schedule, direction of the study program, self-evaluation and program evaluation to participants. Acting as liaison with the Nova staff, he plays the role of ombudsman. Participants are encouraged to discuss their concerns with the coordinator at all stages of their work.

As a resource to the cluster, the coordinator helps the cluster to become aware of local resources and utilize them in solving local educational problems. A special budget is provided each cluster for this purpose. These allocated funds are used for additional study resources or to involve local educational leaders in the program.

A directory of cluster coordinators and participants is available upon request.

STUDY AREAS

GERALD E. SROUFE, DIRECTOR
OF INSTRUCTION



Broadening the scope of understanding complex problems of society and schools was the central objective in selecting specific study areas for the Nova Ed.D. Program. Eight study areas were chosen to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, the instructional program is not helpful to all persons seeking graduate preparation. Those who are interested in a career as a basic researcher or specialist in education technology, for example, will find other graduate programs more appropriate to their needs.

The eight study areas deemed necessary for professional development are: Curriculum Development, Education Policy Systems, Evaluation, Finance, Managing the Schools, Resources for Improving Education,

and Technology and Systems Management. Each study area was conceived to present a perspective rooted in traditional disciplines and provide the necessary breadth of interdisciplinary understanding. Within the eight substantive areas, many other topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for reform. Each substantive area is considered from the local, state, and national point of view and each is sufficiently flexible to accommodate individual objectives. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussions.

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for formal instruction. Working under the guidance of the Nova director of instruction the senior national lecturer in each subject area designs his own program of study, selects and monitors associate lecturers, and evaluates participants. Each study area is designed to be covered in a three-month period. Instruction is conducted in day-long, intensive seminars under the general direction of the senior national lecturer who conducts the first seminar in a given subject on a Saturday after which his associates conduct subsequent seminars. A month of independent study, cluster, or sub-cluster work intervenes between the appearance of lecturers at a cluster.

Presentations are designed to offer historical perspective and a critique of the theoretical readings as well as current developments in a field. While they include much substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster proceed on their own. Exploration of

value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. They require participants to think through, articulate, and defend their own value positions on crucial questions.

Assisting the Director of Instruction



ELAINE LIVINGSTON
PRINCIPAL ASSISTANT



KATHY MAY
CLERICAL ASSISTANT

Curriculum Development



LOUIS J. RUBIN
SENIOR NATIONAL LECTURER

General Description. The study of curriculum is designed to familiarize the student with the various principles, generalizations and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs and values of teachers influence the curriculum. Affective and humanistic education, computer-assisted instruction, educational accountability, early childhood education, and other movements in the forefront of education are covered. Similarly, issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate

theory to practice so that the underlying ideas take on functional utility. Finally, the interactions between the curriculum and the school's responsibility for socialization are analyzed. The society is in flux. New values are replacing old ones. Different life styles are evolving. Wise men and women disagree as to what knowledge is most worthwhile. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the student's study.

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the independent study guide and representative texts and articles from the professional literature, the student gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and para-professional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavioral objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with national lecturers, time is divided between formal presentations and teacher-student interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, students are encouraged to work with one another to take advantage of resources inherent in the cluster.



ELLIOT W. EISNER
ASSOCIATE
NATIONAL LECTURER



JAMES MACDONALD
ASSOCIATE
NATIONAL LECTURER

Education Policy Systems



LAURENCE IANNACCONI
SENIOR NATIONAL LECTURER

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history as education becomes more decentralized and struggling interest groups become

more organized to compete for limited public funds, an understanding of basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the political aspects of education as a political phenomenon. It seeks to give participants analytic skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, as well as American federalism, are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micro-political systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials. National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars and dinners. Many clusters find the study area provides excellent opportunities for them to meet Congressmen, school

board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on a two-part examination requiring demonstration of substantive knowledge. The other major portion of the examination requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.



LOUIS MASOTTI
ASSOCIATE
NATIONAL LECTURER



FREDERICK M. WIRT
ASSOCIATE
NATIONAL LECTURER

Evaluation



MICHAEL SCRIVEN
SENIOR NATIONAL LECTURER

General Description. This study area seeks to increase the participant's knowledge of the tools and procedures of educational evaluation and to persuade him to make greater use of them. One of the school administrator's major responsibilities is to evaluate and to cause others to evaluate. Evaluation is the control mechanism of education. The presupposition of the study area is that every significant decision of an administrator is based on evaluation and that almost every decision would be improved if it were based on better evaluation. For purposes of the study area, the administrator has been conceived of as a *consumer* of evaluative information. In other words, the skills needed are those of a *user* of evaluation, a *customer* of evaluators, rather than those of a specialist evaluator. Such skills are different but no less difficult to acquire. The study area therefore covers the range of questions. Needs assessment is an important part of evaluation. Also important are various organization skills, including the ability to create and monitor ongoing evaluation programs. Inter-personal skills are needed in

working with consultants, students and faculty. It is also necessary to deal with such diverse elements of the education enterprise as curriculum, federal projects, and institutions.

Instructional Methods and Materials. The study guide, readings, and presentations of national lecturers focus on understanding and skills development necessary for educational leaders. The study guide provides many illustrations, pretests, and sample questions to direct the participants' reading and to encourage self-monitoring. In order to direct study and assist the lecturers in working with each cluster, prepared exercises are required in advance of each lecture. Examples used for discussion and examination are taken largely from a pool to which participants contribute. One of the seminars is a true workshop concerned principally with working examples and skill development on the theory that the doctor should try out his own medicine. All seminars are aimed at providing a good grasp of the basic language, concepts, and techniques in the field rather than highly technical methodology. Approximately one-third of the study area is devoted to the quantitative aspects of developing skills in understanding, interpreting and acting on evaluative information.

Evaluation Process. Judgments about the merits of participants' performance in this area are gained by means of a two-part evaluation. The first part is a take-home project in designing an evaluation. The second is a

comprehensive examination requiring demonstration of an integrated understanding of the concepts and issues of evaluation.



BRIAN HOLM
ASSOCIATE
NATIONAL LECTURER



RICHARD JAEGER
ASSOCIATE
NATIONAL LECTURER



ALEXANDER LAW
ASSOCIATE
NATIONAL LECTURER

Finance



JAMES J. GUTHRIE
SENIOR NATIONAL LECTURER

General Description. This study area might more accurately be described as the economics of education. It covers such traditional concerns as sources of revenue, taxation policy, and minimum foundation programs. But the introduction of new forces into the school finance arena has demanded an approach and a range of subject matter which go far beyond traditional concerns. In fact,

the design of this study area takes advantage of the turmoil in the field. The overall purpose is to enable school administrators to understand the state and federal government arrangements from which local schools draw resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so that they can communicate more effectively with the public and with state and federal-level policy-makers with whom they would like to exert influence. Analytic tools and substantive information are drawn from economics and constitutional law. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an essential element. The study area analyzes intensely the school finance arrangements of particular states most appropriate to the cluster in question. Time and reading are devoted to consideration of such topics as the returns to society from investment in schooling, the relationship between cost and educational quality, equal protection suits, and the relationship of school finance to overall public finance problems such as tax policy. School finance reform proposals are also discussed—among them, “Full State Assumption” and “District Power Equalizing.”

Instructional Methods and Materials. In dealing with this volatile subject, a blanketing approach is used. In addition to presentations from three national lecturers, participants are provided with a series of readings in economics and finance and a study guide consisting of both written materials and audio-tapes. A set of ten audio cassettes presents the views of different authorities on current topics. Together, these materials provide a variety of perspectives on rapidly changing situations

and clarifications of central economic concepts. They are augmented by local consultants recruited by the local cluster.

Evaluation Process. A competency examination given at the end of the three-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate in other ways sophistication in communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.



JACK W. OSMAN
ASSOCIATE
NATIONAL LECTURER



DONALD R. WINKLER
ASSOCIATE
NATIONAL LECTURER

Managing the Schools



HARVEY B. SCRIBNER
SENIOR NATIONAL LECTURER

General Description. This study area emphasizes development of management skills and analysis of administrator behavior. The term *managing the schools* was used in preference to *administering the schools* because it focuses on the responsibility of school administrators in directing school resources for the improvement of children's education. The national lecturers therefore focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They discuss general concepts derived from organization theory, personnel management, and decision theory within a framework of organization leadership. Decision-making skills such as planning technology, event calendars, and information systems form one focus of the study area developed in accordance with the special concerns of each cluster. Mobilizing resources and support are given thorough consideration, including such aspects as relationships with school boards, risk-taking, change and resistance to change, and communication with a variety of publics. Administration skills form the third general area of study.

Delegation, personnel management, and providing opportunities for staff development are discussed under this heading. Three contemporary issues of management are discussed: 1) organizational constraints and innovation strategies; 2) negotiations; and 3) budgeting and control systems. Clusters are encouraged to involve local resource people in specific concerns such as parent participation and mandated accountability programs.

Instructional Methods and Materials. The national lecturers are experienced school administrators who have demonstrated that they can mobilize resources and stimulate change in educational systems. They raise questions about the alternative leadership roles available to participants by discussing large management issues such as decentralization, planning and budgeting systems, citizens' councils and collective bargaining. Readings focus on the role of leadership in complex organizations. These include Herbert Simon's "Organizations" and Peter Blau's "Formal Organizations" which deal with the relevant disciplines of sociology and economics.

Evaluation Process. Participants are required to demonstrate ability to provide a sophisticated analysis of an actual management decision in which they have been instrumentally involved.



GORDON McANDREW
ASSOCIATE
NATIONAL LECTURER



AUBREY McCUTCHEON
ASSOCIATE
NATIONAL LECTURER

Resources for Improving Education



MARIO FANTINI
SENIOR NATIONAL LECTURER

General Description. Traditionally, resources for educating children have been narrowly conceived. There have been exceptions, but in general education resources have been defined exclusively as professionally trained teachers utilizing public funds in classrooms. Allocation of existing resources within this narrow framework remains a major task of school administrators. But educational leadership today requires specific attention to developing broader concepts of resources as well as ways of putting them together to work for students. This study area asks participants to rethink the role of public schools within a comprehensive framework in which education is seen as an integral part of an overall human resource system with a focus on providing resources necessary for children and youth to learn. For purposes of this study area, the school is viewed as one part of a comprehensive service delivery system within the community and as a potential catalytic agent for mobilizing resources in behalf of

children. Administrators have considerable opportunity to exercise leadership roles in identifying and integrating resources for education. This study area explores the concepts, issues and procedures of resource development and application from their point of view. It directly assaults the one-role view of school administrators and assists them in breaking out of it in several ways. The national lecturers promote an awareness of the range of human and material resources available and indicate how they can be used and evaluated. Major plans aimed at linking resources to the educational needs of students are studied. Alternative leadership roles are also considered within a range of possible professional roles to help participants develop their personal administrative style.

Instructional Methods and Materials. The bulk of the assigned readings explores operating systems of resources that appear to hold promise and systems still in the design stage. Resources in local school systems are explored through cluster activities. Participants themselves design a plan focusing on a new dimension of resource utilization aimed at improving education in a specific setting. Such plans may involve new conceptualization of potential resources, the working of linkages between schools and other public and private agencies, and attention to new sources of financial support.

Evaluation Process. Participants are expected to demonstrate competency in strengthening institutional relationships between the schools and agencies in their communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications to

public policy issues at the national level. They demonstrate such competency by developing and implementing a "mini delivery system."



NATHANIEL BLACKMAN
ASSOCIATE
NATIONAL LECTURER



ANITA MOSES
ASSOCIATE
NATIONAL LECTURER

Supervision



MORRIS L. COGAN
SENIOR NATIONAL LECTURER

General Description. This study area focuses on the function of supervision in the schools. Often by default, school administrators must see that the supervisory function is performed. All too often, the school principal or

other administrator on whom the responsibility falls has no special competence or resources to bring to the problem. The task is made more difficult in education because no extrinsic rewards are offered for providing leadership through supervision. This study area therefore devotes attention to examining the intrinsic rewards of teaching, group processes, interpersonal relations, understanding personalities, and learning theories in which human motivation stems from self-actualization. The national lecturers analyze major approaches to supervision in education. The senior national lecturer devotes most of his energies to assisting participants in gaining a perspective on the function of supervision, the variety of theoretical and pragmatic approaches, and possible futures for supervision and supervisors in education. The associate lecturers continue these themes and develop experiences related specifically to interests expressed by the clusters.

Instructional Methods and Materials. Selecting from a broad range of supervision topics such as theory and diagnostic supervision, each participant signs on to master units representing certain skills. By requiring each participant to declare self-expectations and by requiring each cluster to make decisions about the contributions of the national lecturers, the supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed.D. Program of instruction. The study guide provides theoretical considerations, relevant research and experimental findings, mastery exercises to develop skills and comprehension, and assessment techniques appropriate to each cluster. Assigned readings supplement other discussions of historical perspective,

comparative analysis of idea-type models of supervision, and contemporary criticism of the supervisory function.

Evaluation Process. Early in the study of supervision, a self-assessment is made of areas of greatest need. Reading assignments and exercises are then based on these assessments. Procedures are included for evaluating participants' growth in the competencies covered. In addition to completing modules and gaining a sound understanding of general techniques and procedures of supervision in education, participants are required to demonstrate that they can prepare a convincing critique of an approach they select.



DAVID W. CHAMPAGNE
ASSOCIATE
NATIONAL LECTURER



RICHARD GOLDMAN
ASSOCIATE
NATIONAL LECTURER



JOHN L. MORGAN
ASSOCIATE
NATIONAL LECTURER

Technology and Systems Management



RICHARD WILLARD
SENIOR NATIONAL LECTURER

General Description. The universe of education technology today encompasses blackboards and satellites, lecture halls and computer-assisted instruction. Educational technology stands at different points of development or implementation in different school systems. For example, some school systems are already making use of cable TV whereas it is under development or not yet contemplated in others. The future holds promise of many more applications of technology to education. This study area has therefore been conceived along two time dimensions—present and future. The conceptual framework of the study area implies that it is possible through technology to do many things but that they are not all desirable. Consequently, the study area turns the traditional education technology paradigm on its head. Instead of asking: “What can technology help us to do?” the question becomes: “What does the availability of technology help us understand about our educational goals and procedures?” Participants develop analytic skills that will help them appraise each

new development as it arrives on the scene with a view toward deciding when it is appropriate for use in their schools. They are not expected to become educational technologists. Nor are they expected to know about all forms of technology. A few examples are used to develop procedures for coping with any technology. The study area seeks to develop analytic paradigms by concentrating on three significant technologies: computers, video-technology, and instructional systems. Having explored the present state of the art, participants then examine the decision processes related to introduction of specific techniques in their schools or systems. This involves an examination of the information on which adoption procedures are based, popular and professional expectations for the technology, the extent to which evaluative data is available and utilized, and the focus of the decision within the system. The study area is not intended to foster devotion to any single technology but to help participants grapple with fundamental questions of education raised most critically when considering technologically dependent opportunities to modify our pedagogy.

Instructional Methods and Materials. This study area is highly individualized. Each participant is expected to develop an inventory of technologies used in his school system. Included is the creation of a catalog of applications in two categories: machine or hardware technology and systems or software technology. Each participant then selects a small number of these applications for further study. Under guidance of the national lecturers, he develops a bibliography for the technology under review and examines the history of its introduction and implementation in the system. Following a critical review of the planning

and implementation of one form of technology, the participant then makes several judgments. He must decide how to improve the planning process, determine if the uses are worthwhile, and address the question of how to improve application. The participant must also describe what administrative action he believes will foster improved use of the technology selected for examination.

Evaluation Process. Each participant is expected to demonstrate that he has acquired the necessary knowledge to be critical of the technology he selected for study. Participants must give evidence of a carefully reasoned assessment of application and implementation and show that they have carefully determined what action should be taken to improve its use in their school system.



BRIAN BRIGHTLY
ASSOCIATE
NATIONAL LECTURER



RALPH MELARAGNO
ASSOCIATE
NATIONAL LECTURER

Study Guides

Nova lecturers have developed a variety of teaching methods. These include presentations by lecturers, study guides, cluster discussions, general readings, cassette tapes, and a video-tape overview of each subject area. For each of the eight study areas, a special guide has been prepared. The guides provide participants a resource for gaining access to the burgeoning literature within the disciplines and the behavioral sciences, in general, and a contextual resource for interpreting the literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments within the field. Participants are provided a copy of the latest guide available during their three years of involvement with a given study area. The guides are written by the senior national lecturer or prepared under his direction. Over a period of time, the lecturers have developed several distinct approaches to the study guides, depending on the subject. For example, in the case of Educational Policy Systems and Managing the Schools, the guides synthesize large amounts of substantive knowledge, theory, concepts, and research into an introduction to the discipline. In the case of Supervision, a programmed guide has been prepared in which the participant assesses his needs and interests and is then directed to specific substantive information, exercises and procedures for self-evaluation. In Educational Finance, extensive use is made of audio-cassettes

because of the changing nature of the subject matter. Technology utilizes a guide presenting an integrated point of view about a general theoretical approach.

STUDY AREA	LAST REVISED	AUTHOR
<i>Curriculum Development</i>	April, 1973	Louis J. Rubin
<i>Education Policy Systems</i>	November, 1975	Laurence Iannaccone
<i>Evaluation</i>	January, 1975	Michael Scriven
<i>Finance</i>	October, 1974	James Guthrie
<i>Managing the Schools</i>	January, 1976	Harvey Scribner
<i>Resources for Improving Education</i>	Under revision	Mario Fantini
<i>Supervision</i>	October, 1974	David Champagne John Morgan
<i>Technology and Systems Management</i>	Under revision	Richard Willard

PRACTICUMS

SAMUEL O. KAYLIN
DIRECTOR OF PRACTICUMS



A Mechanism for Professional Development

The Nova practicum is an important component of the instructional program. It is designed to offer a richness of experience, training, and skills development not previously available in a program for educational administrators. The Nova Ed.D. Program for Educational Leaders defines a practicum as "an action taken to improve an educational system." It is an exercise in problem-solving in a real-school setting and provides a learning as well as a doing experience. A practicum may, and often must, involve research, but it is not purely a research project. In a practicum, research is always a preliminary to action. As a learning experience, a practicum uses a participant's intellectual resources to enlarge his or her leadership skills and administrative competence and, at the same time, to advance the standards of public education. If Nova participants succeed in identifying problems that require solutions, devising strategies for their solution, implementing those strategies and demonstrating whether they succeeded in

achieving their objectives, then they will have sharpened their leadership skills. They will have done so in fact, not in theory.

The relationship of practicums to other components of the Nova programs tends to be informal and reciprocal. Concepts developed in the Nova study areas and through the Summer Institutes are applied by participants through their practicum efforts. Experiences are gained in practicums work which enrich participants' perceptions of the concerns of the study areas and the Summer Institutes.

The output of a practicum may be a product or a process. But the practicum is incomplete until that output is inserted into or adopted by the system. The practicum sequence comprises a series of efforts graduated in difficulty and complexity which the participant must carry out in a specified order. These efforts are monitored by the practicums staff, acting in a collegial role, to develop facility with the practicum as a problem-solving technique. Before any action is taken, the participant is required to develop, and submit for approval, a proposal in a prescribed format. Evaluation of proposals by the practicums staff is critical to the success of the practicums program. A participant may be required to rewrite a proposal until it provides an acceptable design for the practicum effort. After the participant has performed a practicum, a report of the effort is required for evaluation and grading by the Nova staff. It also serves as a vehicle to improve the ability to write clearly and to apply the scientific methods of solving problems. But the practicum cannot terminate with a report. The result must be a changed educational operation — a legacy to education.

The Practicum Sequence

During the first year, participants engage in a Practicums Laboratory which includes practice in writing critiques of proposals for practicums, the preparation of a proposal for a nine-month Introductory Practicum, the carrying out of that practicum, and the writing of a report about it. In the Introductory Practicum, major attention is paid to the *process* of performing a practicum although a product is also required. By the time a participant enters the second year of the program, he or she should be ready to go on to the performance of a substantial action that brings about significant improvement in an educational situation or system. The second-year practicum is an effort performed by a small group — a task force assembled to accomplish a specified job. Emphasis is placed on the accountability of individuals in the performance of the team effort. From the outset, cluster members are expected to discuss problems encountered in their schools and systems and to identify problems of common concern. These discussions should result in plans to perform practicums as team efforts. The third-year practicum is an individual effort to achieve a major improvement in an educational system or situation.

Instructional Methods and Materials

The study area of Evaluation has specific application to the performance of practicums, and participants are required to read the study guide in Evaluation at the outset regardless of the sequence in which the study area is presented to him by the national lecturers.

Two manuals "Practicums" and "Writing Practicum Report"—served the first 32 clusters as guides in formulating practicum proposals, performing the work, evaluating the results, and presenting reports. An extensive revision combining the two documents is now furnished Group II clusters. A video tape, "What Is a Practicum?" has also been produced to reinforce the message of the manuals. It forms an essential part of the permanent library of every cluster. A second video tape, "Let's Analyze a Practicum Proposal," together with supporting material for analysis, has also been produced as part of the Practicums Laboratory instrumentation.

An extensive file of practicum proposals is maintained for individual assignment to participants in Group II clusters. Participants write critiques of these proposals. The critiques, in turn, are evaluated by the practicums staff. In this connection, a set of study packets has been developed to help participants focus on conceptualizing problems, demonstrating needs, and creating feasible solutions to problems.

A growing library of practicum reports is maintained at Nova. These materials are being classified and indexed. The practicum reports are also being integrated with an information retrieval system now being developed to provide access to the U.S. Office of Education's ERIC (Educational Resources Information Center) system and other sources. The 1975 Summer Institute held workshops intended to train Nova participants in information retrieval in conjunction with a microfiche dissemination system. Using ERIC, participants examined relationships among needs, resources and change as a linkage process.

Evaluation of Practicums

Evaluation of practicums is the responsibility of the Nova practicums staff. The shared expertise of these full-time and part-time reviewers permits them to give guidance to all Nova participants through analyses of proposals and the shaping of problem-solving procedures. Every practicum document is reviewed in detail by one or more members of the reviewing staff and further reviewed by the Director of Practicums who may modify, reject, or endorse a review of the others. An appeals procedure is available if a participant exhausts all possibilities of obtaining a favorable review through the internal reviewing process.

Impact on Education

Although the practicum report itself is a by-product of the practicums process, it is an important by-product. It has value not only as a record but as a resource for the entire educational community. Real-life problems addressed are typical of problems administrators face all over the country. An administrator in a district a thousand miles away from the site of the practicum may find it useful in solving a similar problem in his school system. A complete file of practicum reports is being maintained in a Practicum Library at Nova. All reports except a handful considered confidential are available for examination. Selected practicums considered to have national interest are being fed into the ERIC computer retrieval system as resource materials for educators

everywhere. With several thousand practicums completed or in process, Nova practicums have already had an impact on the efficiency of schools and school systems and on the quality of education. *The Gatekeeper's Gazette*, Vol. 5, No. 1, 1975-76, describes some 45 practicums which represents the first in a series of selected practicums which will appear in subsequent editions of the *Gazette*.

A presumed result of performing a practicum in a real-life setting is that the practitioner will bring to bear upon the problem all the appropriate administrative and leadership skills at his command. In order to obtain greater impact on the quality of education, a pilot project is being carried out which would intergrate self-evaluation of practicum efforts with the results obtained by means of the Educational Leadership Appraisal, (ELA), another major effort of the Nova Ed.D. Program described elsewhere in this bulletin.



DAVID FLIGHT, ASSOCIATE
IN PRACTICUMS



MURRAY HEYERT, ADMINISTRATIVE
ASSOCIATE IN PRACTICUMS



MELVIN H. TENNIS, ADJUNCT
PRACTICUM REVIEWER



JETHRO TOOMER, ADJUNCT
PRACTICUM REVIEWER

Assisting the Practicums Staff



SUZANNE KELLEY
PRINCIPAL ASSISTANT



SUZANNE MORESE
SECRETARIAL ASSISTANT

SUMMER INSTITUTES



WILLIAM R. MARTIN
COORDINATOR
SUMMER INSTITUTE 1975

The third and final element in the instructional program, the Summer Institute, was conceived as a way of providing a national perspective for participants—one of the major goals of the program.

The Institutes, held for eight days every summer usually in the vicinity of Nova University, provide this off-campus program with a national "campus." Daily meetings, discussions, and presentations provide a forum for face-to-face sharing of experience, expertise, and differing viewpoints on matters of primary concern to school communities across the country. Resource people are brought to the Institutes not just to lecture formally but also to be available for individual discussion with participants. Participants meet people and ideas that are shaping education and society. Interaction of participants and the desired national viewpoint are fostered through the mechanism of national clusters—a regrouping of local cluster members into an array of new working teams. A diversity of regional, cosmopolitan, and provincial views is brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters

and, indeed, across the nation. These nationwide links among clusters and individual participants broaden communication on a regional basis. They also help people from various geographical areas build bridges to one another and develop resources which can then be used as sources of information and even job-placement assistance.

The themes and activities of the Institute change from year to year, but one procedure has become a tradition. Participants are utilized in identifying relevant topics and selecting presenters. They meet and introduce the presenters, chair discussions and organize and direct the activities of national clusters or task groups. This enhances the evaluation function of the Institutes which takes place on several levels. In a free-flow of ideas vital to healthy functioning of Nova's open system, the Institutes provide Nova staff with a compendium of participant views and attitudes.

Each Nova participant must attend two Summer Institutes during his involvement in the program. Attendance is required but no credit is given for the experience. Participants are responsible for their own travel and living expenses in attending the Institute. There are no Institute fees.

Persons Working With Participants at Institutes*

EDUCATION USA—1972

Stephen Browning, Esq.
Lawyer's Committee for Civil
Rights Under Law
Washington, D.C.

Antonia Chayes
Cambridge, Massachusetts
Convention Delegate
Member of Democratic
Platform Committee

The Honorable Shirley Chisholm
Member, House of
Representatives
United States Congress

Donald L. Conrad
Director of Negotiations
National Education
Association

H. Glenn Davis
State Department of Education
California

Richard deLone
Assistant Commissioner for
Drug Education and Training
New York City

Ernest Dichter, President
Institute for Motivational
Research
Croton-On-Hudson, New York

Fred Fiedler, Director
Organizational Research Group
University of Washington,
Seattle

Judith Fiedler
Office of Institutional
Educational Research
University of Washington,
Seattle

The Honorable Charles Frankel
Professor of Philosophy
Columbia University, New York

Edmund Gordon, Director
National Center for Research
and Information on Equal
Education Opportunity
Teachers College, Columbia

*The Honorable
D. Robert Graham*
State Senator
Florida Legislature

Edward T. Ladd
Professor of Education
Emory University, Atlanta

Myron Lieberman, Director
Teacher Leadership Program
City University of New York

Raymond Moore
Chief Executive Officer
Hewitt Research Corporation
Berrien Springs, Michigan

James A. Papke
Professor of Economics
Graduate School of Industrial
Administration
Purdue University

**Titles and affiliations as of the date
of service with an Institute.*

Paul Plath
Phoenix Union High School,
Arizona
Republican National Platform
Committee

Daniel Sanders
Executive Director
United Teachers of New York

Michael Sexton
University of Iowa

Mark Shedd
Visiting Lecturer
Harvard and Yale

EDUCATION USA—1973

David Ahl
Digital Equipment Corporation
Maynard, Massachusetts

Stephen K. Bailey,
Vice President
American Council for Education
Washington, D.C.

Medill Bair, Executive Director
Education Collaborative for
Greater Boston
Cambridge, Massachusetts

Richard H. Bell, Director
Learning Technology Center
Nova University

Charles S. Benson
Professor of Education
University of California

James P. Brieling
Institute for Behavioral
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Silver Spring, Maryland

B. Ward Deutschman,
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New York Institute of
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Old Westbury, New York

Mary M. Emmons, Director
Funding Sources
Clearinghouse, Inc.
Chicago, Illinois

Donald A. Erickson,
Professor of Education
University of Chicago

Marcus A. Foster
Superintendent of Schools
Oakland, California

Richard Gilmore,
Senior Vice President
Girard Bank
Philadelphia, Pennsylvania

Robert L. Green, Professor
Educational Psychology
Michigan State University

Merril Harmin, Professor of
Education
Southern Illinois University

Herold C. Hunt, Professor of
Education Emeritus
Gutman Library
Cambridge, Massachusetts

John J. Kampsnyder
Professor of Public Personnel
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Florida Atlantic University

*Kenneth Komoski, President
and Director*
Educational Products
Information Exchange
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Elizabeth Duncan Koontz
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*Larry Margolis, Executive
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Citizens Conference on State
Legislatures
Kansas City, Missouri

*Marion McGhehey, Executive
Director of the Kansas
Association of School Boards*
Topeka, Kansas

Doil Montgomery
Co-Director, Biofeedback
Laboratory
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Anthony J. Morley, Principal
Southeast Alternative Free
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Tom Neal
Education Commission of the
States
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Thomas F. Pettigrew
Professor of Social Psychology
Harvard University
Cambridge, Massachusetts

Harvey Pollack, Director
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Professor of Psychology
Georgetown University
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Old Westbury, New York

Harvey B. Scribner
Professor of Education
University of Massachusetts
Amherst, Massachusetts

David S. Seeley, Director
Public Education Association
New York, New York

*Gordon W. Sweet, Executive
Secretary*
Commission on Colleges
Atlanta, Georgia

James B. Taylor
Deputy Superintendent of
Schools
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George Weber
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Joseph K. Young, Jr.
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National Advisory Council on
Education Professions
Washington, D.C.

EDUCATION USA—1974

Alan Abeson
Council for Exceptional
Children
Reston, Virginia

Stanley Ahmann
Education Commission of
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Denver, Colorado

Harold Becker
The Futures Group
Glastonburg, Connecticut

Robert Binswanger
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Department of Health,
Education and Welfare
Washington, D.C.

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Fox Chapel Area School
District
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Dan Candee
Laboratory of Human
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Cambridge, Massachusetts

Todd Clark
Constitutional Rights
Foundation
Los Angeles, California

Luverne Cunningham
Education Task Force
Detroit, Michigan

Don Davies
Institute for Responsive
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Chicago, Illinois

Roger Kaufman
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Charles Kenney
Santa Ana Unified District
Santa Ana, California

Dan Lortie
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Gene I. Maeroff
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Susanne Martinez
Youth Law Center
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Harold Morse
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Bruce McPherson
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Robert O'Kane
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Columbus Salley
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Chicago, Illinois

Peggy Sanday
University of Pennsylvania
Philadelphia, Pennsylvania

Winston Turner
River Terrace Elementary
School
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EDUCATION USA—1975

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Portland, Oregon

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Lorraine Hayes Brown
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Carl J. Dolce
School of Education
North Carolina State University
Raleigh, North Carolina

Benjamin Dowd, Dean
College of Education
University of North Alabama
Florence, Alabama

Junius Eddy
Consultant for the Arts
New York, New York

Ruth Foreman
North Miami Playhouse, Inc.
Miami, Florida

Mary Ellen Goodman
Academy for Educational
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Richard Graham, President
Goddard College
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Barbara Heyns
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Jackqueline Hinchey
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David L. Kirp
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Richard J. Lavin
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John H. Martin
Initial Teaching Alphabet
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Thomas Kendal Minter
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Wilmington, Delaware

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Architect
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South Allegheny School District
McKeesport, Pennsylvania

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Merrimack Education Center
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Drawing in part on techniques that have been successfully employed in industry and government for two decades. ELA appraises the administrator along 23 leadership dimensions. These are grouped into broad categories of management and organization, communication, problem solving, task orientation, and interpersonal qualities. Behavior along the leadership dimensions is elicited through a series of individual and group exercises, simulations, role-playing tasks, analysis problems, interviews and writing and speaking assignments designed to approximate the problems and challenges encountered by school administrators. A team of appraisers at the Boston headquarters of Educational Research Corporation studies the tapes and written materials and produces a behavior inventory.

The findings of the various instruments are shared with the Nova candidates to aid them in self-appraisal and point them toward making maximum use of the program for self-improvement. Information gained through ELA has potential for improving Nova's program offerings in substantive and practicum areas and leading participants toward self-improvement.

In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, for adding to the base of information on educational leadership, and formulating programs for school administrators. It is also hoped that ELA will become a rich source of data that can be utilized nationally by school systems for effective management staffing, staff development, and job assignment.

ADMISSIONS

Requirements for Enrollment

Participants with intellectual ability and a penchant for action are sought for the National Ed.D. Program for Educational Leaders. Based on formal learning and professional experience, admission standards are no less rigorous than those of traditional doctorate-granting institutions, but they have been developed to carry out the special objectives of the Nova program. Accordingly, a candidate must be employed in an educational administrative position and show leadership potential. An applicant must have a school administration license or other credentials, a master's degree from an accredited institution, and three letters of recommendation from persons familiar with his or her performance in the administrative position. Because the program is not designed to train "potential" leaders in educational administration but instead focuses on developing present leaders, it is not open to teachers or other non-administrative personnel. Academic transcripts of the applicant's prior college-level record must be sent directly from the institution awarding the degree, and the applicant is required to submit a satisfactory résumé of a recent task involvement. A "Statement of Educational Philosophy," and a statement on career plans and expectations are also required of each candidate.

Costs

It is anticipated that most students will complete the doctorate program in three years. The tuition fee of \$2,000 per year must be paid for each of the three years by every candidate. Although they are expected to complete the program in three years, candidates are allowed up to four years. Charges beyond the third year are based on services rendered to each participant.

Schedule of Payments. Two schedules are available. The first gives a discount of \$100 to persons making payment in advance, thus making total tuition \$1900 per year. The second method arranges three partial payments of \$600.00 each payable at the time of the first official cluster meeting, and after the fourth and eighth months. (Use of this plan involves a \$25.00 service charge with the fourth- and eighth-month payment.) Each plan requires that a \$200 deposit and a \$25.00 application fee be paid at the time application is made. During the second and third years, the first payment is \$800.00, and a \$15.00 registration fee replaces the application fee.

A description of Group II payment schedules follows:

Payment Schedule for Group II Clusters * Tuition—\$2000 per year

FIRST YEAR

AMOUNT

To be paid by new applicants before the first cluster meeting.	\$ 25.00	Application fee refundable only if cluster does not form.
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	\$200.00	Deposit with application refundable if applicant does not begin program.
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	\$600.00	Tuition to be paid before first official cluster meeting.
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Total \$825.00

To be paid on or before the 15th day of the fourth month following the first cluster meeting.	\$600.00	Tuition
	\$ 25.00	Service charge

Total \$625.00

To be paid on or before 15th day of the eighth month following the first cluster meeting.	\$600.00	Tuition
	\$ 25.00	Service charge

Total \$625.00

**A Group II cluster is any Educational Leaders cluster which was formed after September 1, 1974.*

SECOND and THIRD YEARS

AMOUNT

To be paid by returning participants before the first cluster meeting.	\$ 15.00 Registration fee
	\$800.00 Tuition to be paid before first official cluster meeting.

Total \$815.00

To be paid on or before 15th day of the fourth month following the first cluster meeting.	\$600.00 Tuition
	\$ 25.00 Service charge

Total \$625.00

To be paid on or before 15th day of the eighth month following the first cluster meeting.	\$600.00 Tuition
	\$ 25.00 Service charge

Total \$625.00

DISCOUNT FOR PRE-PAYMENT

A Group II participant may pay the entire year's tuition and fees before the first cluster meeting to receive a discount of \$100.00, and avoid paying the \$50.00 service charge.

LATE FEES

All payments must be consummated according to this schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50.00 will be assessed each time a payment date is missed.

REFUNDS

If a participant has not notified the Registrar of his resignation by the first meeting of the module, he will be liable for tuition and fees for that module.

Persons paying the total tuition prior to the start of the first module, and withdrawing from the program, will be entitled to a refund based on the partial payment schedule: withdrawal before the due date of the second payment—Group II Refund \$1,200; withdrawal before the due date of the third payment—Group II Refund \$600.

If an application is rejected, the applicant will be refunded all monies except the \$25.00 application fee.

IF A CLUSTER FAILS TO FORM IN THE PARTICIPANT'S GEOGRAPHIC AREA, ALL MONIES WILL BE RETURNED.

A participant with a grievance with respect to payment of tuition and fees may appeal to a board comprising the Comptroller, the Registrar and a Representative of the President.

FEES FOR FOURTH-YEAR SERVICES

Although the National Ed.D. Program is a three-year program, some participants may encounter unforeseen obstacles that could prevent completion within the specified three years. The Program, therefore, includes provision for an additional year to permit making up deficiencies in the substantive or practicum work.

Schematically the credit system is as follows:

Module Credit System

FIRST YEAR*

Module	I	II	
Study Areas**	A	B	C
Practicums	Critiques A & B	Introductory Practicum	
Credits***	9	18	

SECOND YEAR

Module	III		
Study Areas....	D	E	F
Practicum	Group Practicum		
Credits.....	27		

THIRD YEAR

Module	IV		
Study Areas....	G	H	
Practicum	Individual Practicum		
Credits.....	18		

*A "year" is twelve sequential months.

**Study areas are interchangeable for credit purposes. Letters are used only to indicate that a given study area may receive credit only once.

***Credits are given only for **complete** modules.

Transfer of Credits

Because the Nova program is designed as a unique configuration of academic and leadership experiences, it maintains a "no-credit transfer" policy. Participants are expected to experience the total program. Because the Nova program differs in so many fundamental ways from traditional programs, there simply is no equivalent course work for which credit could be transferred. Transfer credits are therefore *not* accepted in fulfillment of Ed.D. requirements.

Evaluation Procedures

Evaluation procedures assure quality control as well as equity in the treatment of all participants. This national program means the same thing in California as it does in Florida. All participants must pass all eight study areas. National lecturers have responsibility for evaluation of the participants' performance in their areas. When lecturers of the caliber of those conducting Nova seminars attest to a participant's competence, Nova accepts that judgment, as does the rest of the education community. As described in the section on study areas, evaluation procedures differ from one area to another. The common characteristic of the process is that the lecturers emphasize analytic, interpretive, and conceptual skills rather than information recall. Instruction and evaluation are both becoming increasingly process-oriented. Evaluation of practicum proposals and reports, including interim reports if required of

individuals, is performed by the practicums staff in accordance with criteria set forth in the practicum manuals. Reviewers continually refine their perceptions of appropriate ways to apply the criteria through informal and formal interaction with one another. The director of practicums acts as a quality controller to insure the application of the same criteria to the evaluation of all practicum efforts.

Alternative Evaluation Procedure. Participants may request an alternative evaluation from the Nova staff. In such cases, it is the participant's responsibility to propose and justify the alternative procedure and to complete it to the satisfaction of the staff. Alternative procedures are no less difficult than a regular examination. They must result in persuasive evidence of a participant's competency.

Progress Reports. In addition to the specific evaluations provided for each substantive area and practicum proposal or report, each candidate is furnished a programmatic evaluation at key points in his candidacy. Such reports serve to summarize the participant's progress in relation to the time available for program completion.

Appeals Process. All participants have the right to appeal actions of national lecturers, practicum reviewers or the administrative staff of the program. Any appeal will be weighed publicly before a committee of their peers in a procedure suggested by participants at a Nova Summer Institute.

PROGRAM TIME LIMITS

Applicants to this program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with conditions as they presently exist. No substitute measures presently available can estimate the *potential* of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out *real-life* projects for school and school system improvement.

This admissions requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the schools. In fact, the average age of Nova candidates at the time of admission for this degree is 42. (The range is 25 to 60)

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50; some would be 60. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the system is designed to be completed by most administrators in three years. A fourth year is provided (with minimal service charges) to make possible degree completion for those who have had personal or program

problems during the first three years. Permission to continue work beyond the fourth year will be granted in only the most unusual documented situations.

The central difference between this program and the traditional programs is their focus. Here, the candidate is required to improve himself on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. All the tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing contracted-for efforts within the time available. The four-year deadline is motivating candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned of the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule in both the job and the program.

BIOGRAPHICAL INFORMATION

Nathaniel Blackman, National Lecturer in Resources for Improving Education, is Principal of the Chicago Public High School for Metropolitan Studies. Within the Chicago Public Schools he has served as a classroom teacher, assistant principal, elementary and high school principal. He has also served on the faculty of Loyola University.

Mr. Blackman has served as a consultant on alternative and open schools to the St. Paul, Minnesota Public School System, the St. Louis Public School System, and the University of Hawaii.

Mr. Blackman earned his B.A., Masters, and Specialist degrees at DePaul University.

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Brian Brightly, National Lecturer in Technology, is Executive Director of the Massachusetts Executive Committee for Educational Television. He has been an actor, stage director, fund raiser and minister. His graduate degree from Boston University is for work in film and broadcasting, his graduate degree from New York Theological Seminary is for work in community development. He is currently completing another graduate degree, in educational administration, at Boston College. He serves on the Board of Directors of the Agency for Instructional Television and the Eastern Educational Network. Mr. Brightly will shortly join the Corporation for Public Broadcasting as special project coordinator in Washington, D.C.

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David W. Champagne, is a National Lecturer in Supervision. He received his Ed.D. degree in curriculum and supervision from the University of Pittsburgh, after having obtained a Master of Education degree from Harvard University and an M.S. from the State University of New York at Albany. He is an Associate Professor of Education at the University of Pittsburgh in the Department of Curriculum and Supervision. From 1967 to 1970 he was Associate Director of Teacher Corps in an Urban Intern Program in Pittsburgh. His varied previous experience included a stint in 1963 and 1964 as a Special Instructor for Harvard University at Aiyetoro, Nigeria, as part of a U.S./A.I.D. Harvard contract team. He was also on the faculty of the State University of New York at Albany and was a science teacher at Ichabod Crane Central School in upstate New York. The holder of a number of consultancies, he was in 1972 planning consultant for the Human Development and Parent Involvement Programs of the Pittsburgh Board of Public Education.

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Morris L. Cogan, Senior National Lecturer in Supervision, is Professor of Education at the University of Pittsburgh. He received a B.A. degree from Rutgers University, a Masters of Education and an Ed.D. degree from Harvard University. He taught French and English in the Trenton, New Jersey public schools and has been a member of the faculties of Rutgers and Harvard. In 1962 he joined the University of Pittsburgh. From 1966 to 1968 he was on leave as Program Advisor in Education to the Ford Foundation in Brazil. He has received many academic honors including the Harvard Graduate School of Education Prize for Distinction in Studies for the Degree of Master of Education. He is an official representative of the School of Education of Pittsburgh to the Pennsylvania Association of Colleges of Teacher Education. His latest book, *Clinical Supervision*, was published in 1973 by Houghton Mifflin Company, Boston. He is the author of numerous journal articles and reports, papers and addresses, and chapters and essays in books on education.

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Elliot Wayne Eisner, a National Lecturer in Curriculum, is Professor of Education and Art at the School of Education of Stanford University. He received a B.A. degree from Roosevelt University, an M.S. degree from the Illinois Institute of Technology, Institute of Design, and the

degrees of M.S. in Education and Ph.D. in Education from the University of Chicago. He was a teacher of art at Carl Shurz High School, Chicago, from 1956 to 1958, and at the Laboratory School of the University of Chicago from 1958 to 1960. He subsequently served on the faculties of The Ohio State University and the University of Chicago. He has contributed papers to many conferences and symposia. Recent papers include, "The Perceptive Eye: Toward A Reformation of Educational Evaluation," invited address before the American Educational Research Association. His most recent publications are *Conflicting Conceptions of Curriculum*, with Elizabeth Vallance (McCutcheon Printing Company, Berkeley, 1973) and *The Design and Evaluation of Educational Programs*.

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Mario D. Fantini, Senior National Lecturer in Resources for Improving Education, is Professor and Dean of Education at the State University of New York at New Paltz. Mr. Fantini has been a teacher and Director of Special Projects in the Syracuse (New York) Public Schools. While a Program Officer with the Ford Foundation he designed the controversial school decentralization plan for New York City. He served as chief consultant to the Ft. Lincoln New Town project in Washington, D.C. Mr. Fantini earned his Ed.D. degree at Harvard University.

Public Schools of Choice, (Simon and Schuster, 1974) is his most recent publication. He is the author of *Designing Education for Tomorrow's Cities* (with Milton Young; Holt, Reinhart and Winston, 1970); *Making Urban Schools Work* (Holt, Reinhart, Winston, 1968); *The Disadvantaged: Challenge to Education* (Harper and Row, 1968). He is presently preparing *Educational Alternatives: A Source Book For Parents, Teachers, Students and Administrators*.

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David S. Flight, Associate in Practicums and National Education Professor, has served as principal, assistant principal, and teacher in public elementary and secondary schools in Connecticut, Missouri, and Illinois. He was principal of the Lower School at the University of Chicago Laboratory Schools, and later directed a preservice and inservice teacher preparation program in the Amherst, Massachusetts, public schools. As professor at the School of Education, University of Massachusetts, he held positions of Director of the Center for Leadership and Administration, and Chairman of the Division of Educational Planning and Management. While at the University of

Massachusetts, he assumed particular responsibility for developing and supervising the administrative internship program in which all Ed.D. candidates in educational administration were involved. He was also a director of the Consortium for Educational Leadership as well as professor-in-charge of Consortium training activity on the University of Massachusetts campus. He was editor of the *Newsletter* of the University Council for Educational Administration and assistant editor of the *Educational Administration Quarterly*. He did his undergraduate work at the University of Pennsylvania where he was elected to Phi Beta Kappa. After master's work at Teachers College, Columbia University, he completed his Ph.D. at the University of Chicago. His publications include a number of articles on general educational topics.

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Nova University was chartered by the State of Florida in 1964 as a graduate university with the special mission of working toward solution of problems facing American society.

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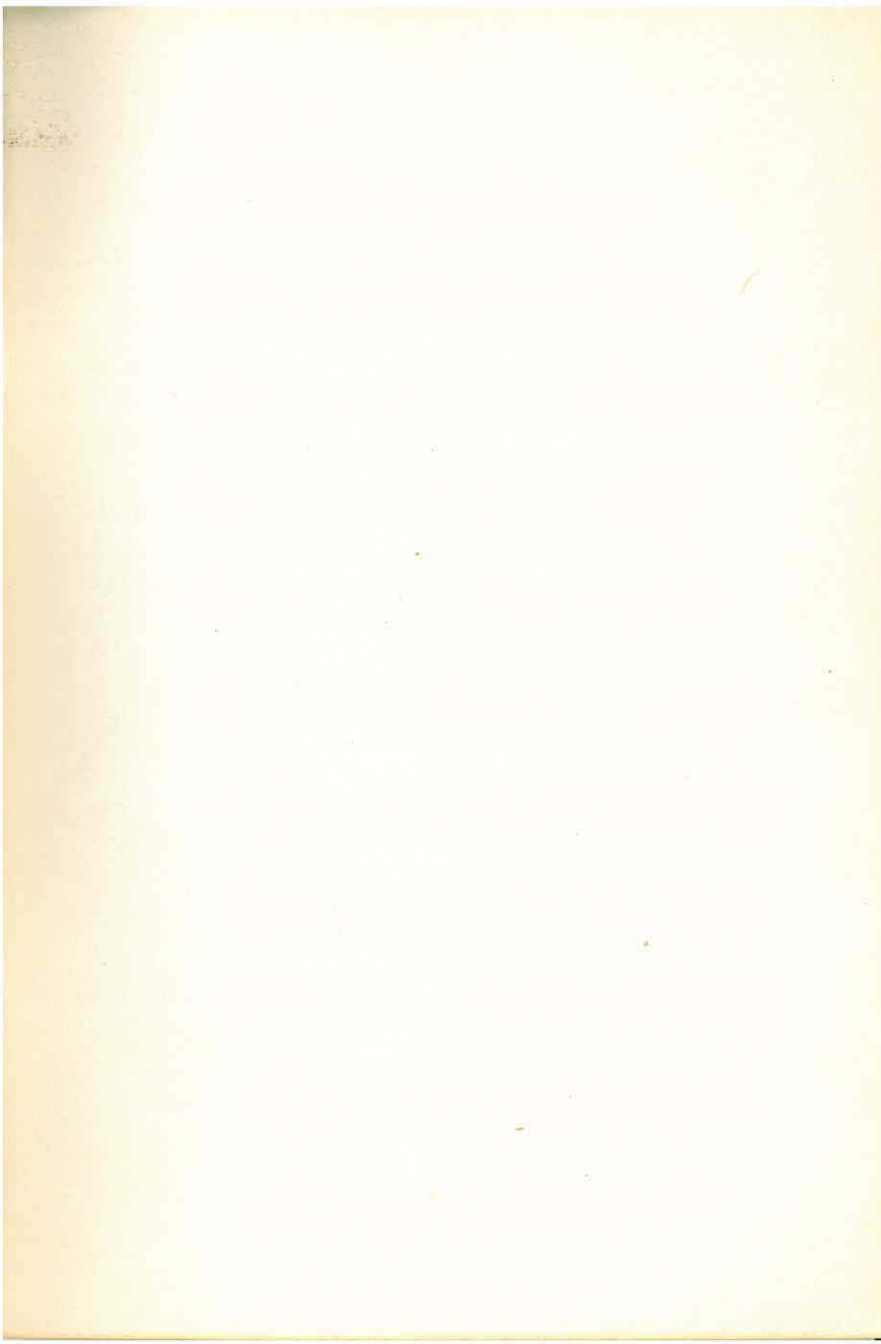
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